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ABSTRACT

The purpose of this study was to determine what behaviors would be accepted by cooperating teachers in the public schools as indications of success in sixteen broad areas of teaching competence. In order to determine the behaviors most appropriate for judging effectiveness, a modified Delphi survey involving two contacts with the survey population in the form of Probes I and II was conducted. The jury was selected from among those most active in judging teaching competence. Behaviors suggested in Probe I responses were synthesized to form Probe II. Those statements not stated in sentences or phrases using active verbs and those that were obvious duplications were excluded from the second probe. Means and modes were derived for each suggested behavior. Those having both means and modes of five or above were selected as primary behaviors indicating success in the category for which they were suggested. Each behavior is presented in its appropriate category in rank order, preceded by its mean and followed by its mode. The volume of primary behaviors identified (1,129) renders the lists too cumbersome for actual use in a teacher education or student teaching program, but may be made more manageable in two ways: (1) by determining apparent general areas of behavior identified as being of concern to teachers, and (2) by clustering the suggested behaviors that may be called enabling behaviors or objectives to form terminal objectives. Fifteen such terminal objectives enabling behavior syntheses are presented to illustrate the simplification technique. (Author/MB)

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STUDENT TEACHING BEHAVIORS IDENTIFIED BY A NATIONAL JURY OF COOPERATING TEACHERS AS INDICATORS OF SUCCESS IN SIXTEEN COMPETENCY AREAS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Educators have historically experienced difficulty in determining what specific behaviors might be accepted as evidence that a person could be considered competent in performing the different teaching tasks. In fact, many educational organizations have encountered frustration in arriving at broad categories of competence in teaching to be evaluated. The difficulty has been not only in identifying those categories and constructing specific objectives that would satisfy the standards of the particular institutions but also in identifying categories and behaviors that would meet the standards in various regions and satisfy the needs of hiring agents, thus establishing a degree of flexibility and enhancing student teachers' chances of gaining employment.

A study by Mathias in 1966[1] may provide a basis for determining broad areas of competence with which evaluators and hiring agents are concerned. That study involving responses from public school officials involved in hiring teachers yielded a list of twenty-nine descriptors which were considered by hiring agents to be of greatest value. Though the study was conducted in 1966, a perusal of recommendation forms used currently by numerous school systems will reveal that the descriptors including such terms as class control, knowledge of subject matter, ability to organize, emotional stability, etc. are relevant now.

The purpose of this study was to determine what behaviors would be accepted by cooperating teachers in the public schools as indications of success in a number of broad areas of teaching competence. Those areas to be considered were determined through field use by two institutions of evaluation forms based on the Mathias study which lead to the translation of the twenty-nine descriptors into the following sixteen categories of teaching competence:

1. Open and flexible teaching personality
2. Proper perspective of teaching-learning situation
3. Adequate health and vitality
4. Effective voice and speech patterns
5. Ability to work cooperatively with other staff members
6. Ability to profit from feedback
7. Maturity of judgment and ability to make realistic decisions
8. Command of subject matter
9. Competence in preparing effectively for lessons
10. Competence in classroom management
11. Competence in performing a variety of critical teaching tasks

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[1] David H. Mathias, "The Terminal Evaluation of Student Teachers," Unpublished Doctor of Education Research Study No. 1, Colorado State College, 1966.

12. Competence in evaluating students
13. Competence in motivating learners
14. Fair and just attitude in dealing with students
15. Competence in a "clinical" approach to misbehavior
16. Commitment to student teaching

Behaviors indicating success in each of those competency areas were then sought through a survey of cooperating teachers.

METHOD

In order to determine the behaviors most appropriate for judging effectiveness in the broad teaching competency areas, a modified Delphi survey involving two contacts with the population in the form of Probes I and II was conducted. The jury was selected from among those most active in observing teaching for the purpose of judging teaching. After 145 institutions were randomly identified from a list of NCATE accredited institutions, the student teaching directors of those institutions were requested to identify three cooperating teachers who may be willing to participate in the study. The 83 who chose to participate completed Probe I which requested respondents to list under each of the sixteen competency areas the observable behaviors which they felt would be acceptable demonstrations of success in that area. Behaviors suggested in Probe I responses were synthesized to form Probe II. Those statements not stated in sentences or phrases using active verbs and those which were obvious duplications were excluded from the second probe.

Probe II consisted of the synthesized list of behaviors under each category including as many as 190 suggested behaviors for one competency area and as few as 66 for another. The respondents to Probe I were asked to complete Probe II by rating each behavior as to its importance on a scale of 6 (very important) to 1 (very unimportant). Probe II responses were returned and data were then analyzed yielding a set of primary behaviors for each category.

RESULTS

Means and modes were derived for each suggested behavior. Those having both means and modes of five or above were selected as primary benaviors indicating success in the category for which they were suggested. Those behaviors are presented in their appropriate categories in rank order below. Each behavior is preceded by its mean and followed by its mode.

I. THE STUDENT TEACHER DEMONSTRATED AN OPEN AND FLEXIBLE TEACHING PERSONALITY BY:

1.	5.77	re-explaining when students obviously had difficulty (6)
2.	5.56	showing genuine interest in students and people generally (6)
3.	5.53	having ability to get along with people (6)
4.	5.51	putting down the teacher's manual and looking at the children (teaching kids - not books) (6)
5.	5.47	adapting a day's plans to unexpected change (6)
6.	5.47	providing for individual differences (6)
7.	5.43	trying different teaching approaches, methods, techniques, etc. (6)
8.	5.41	listening sensitively to students (6)
9.	5.41	accepting all types of students (6)
10.	5.40	putting a premium on honesty and the willingness to admit mistakes (6)
11.	5.39	exercising self control and good judgment (6)
12.	5.39	capitalizing on a student's idea when it seems better than the teacher's (5)
13.	5.38	creating a firm but happy environment (6)
14.	5.37	fostering willingness in students to ask questions (6)
15.	5.35	changing methods or techniques if something does not work well (6)
16.	5.35	remaining calm (6)
17.	5.33	revising plans when it was obvious that lessons did not challenge students sufficiently (5)
18.	5.32	seeking help when needed (6)
19.	5.29	making students feel wanted and loved (6)
20.	5.29	displaying a genuine love for children (6)
21.	5.28	accepting constructive criticism graciously (6-5)
22.	5.28	making careful judgments (6)
23.	5.27	being able to adjust to strained situations and continue teaching (5)
24.	5.26	exhibiting a sense of humor (5)
25.	5.26	changing lessons as needed (5)
26.	5.26	utilizing various teaching methods as subject matter demands (5)
27.	5.26	realizing variety of learning abilities (6)
28.	5.26	being knowledgeable and self-confident (6)
29.	5.26	being fair to children in all situations (6)
30.	5.23	accepting students and their problems which they often bring to the classroom (6-5)
31.	5.21	getting to know the students and something about each one as soon as possible (6)
32.	5.20	respecting those whose opinions differ (5)
33.	5.18	controlling classroom (6)
34.	5.18	showing courtesy and/or tact (6)
35.	5.18	giving extra help (5)
36.	5.17	creating a relaxed classroom atmosphere (5)
37.	5.16	using time wisely so as to be able to work individually with students (5)
38.	5.15	discarding academically prescribed teaching procedures for those that fit the specific classroom situation (6)
39.	5.15	leaving the book to use some other media to illustration information (5)
40.	5.15	using positive non-verbal behavior in providing an accepting classroom atmosphere (6)
41.	5.15	remaining calm (5-6)
42.	5.15	cultivating a voice that is reasonably low (5)
43.	5.15	considering the feelings of others (5)

44.	5.15	changing lesson plans when students aren't understanding (5)
45.	5.15	analyzing why something was successful and using findings to improve (5)
46.	5.15	using current situation to teach meaningfully (5)
47.	5.14	adapting to the different personalities of classes (5)
48.	5.12	using many resources to permit varied approaches (5)
49.	5.12	calling students by name (6)
50.	5.12	moving with student's pace rather than by specific plan (5)
51.	5.09	cultivating the habit of dependability (6)
52.	5.09	being willing to "fail" at times and begin again (5)
53.	5.08	accepting feelings and ideas of students in classroom interaction (5)
54.	5.06	studying several solutions to problems and making wise decisions (5)
55.	5.06	responding calmly to unusual interruptions which are common in a classroom (5)
56.	5.06	complimenting students so they feel special (5)
57.	5.03	taking initiative (5)
58.	5.03	showing a wholesome self-image (6)
59.	5.03	accepting change (5)
60.	5.00	displaying imagination (5)
61.	5.00	adapting to questions brought up in class (5)
62.	5.00	being friendly and exciting around the students (6)

II. THE STUDENT TEACHER DEMONSTRATED A PROPER PERSPECTIVE OF TEACHING-LEARNING SITUATIONS BY:

1.	5.62	making lesson plans based on pupils' abilities (6)
2.	5.57	being fair (6)
3.	5.54	explaining at learner's level (6)
4.	5.54	creating a climate for learning (6)
5.	5.48	providing warm atmosphere where kids don't feel threatened (6)
6.	5.47	creating self-confidence in students (6)
7.	5.45	helping students feel good about themselves (6)
8.	5.44	motivating pupils to learn (6)
9.	5.42	providing a variety of classroom experiences (6)
10.	5.42	offering appropriate feedback after correct/incorrect responses (6)
11.	5.41	helping students to help themselves (6)
12.	5.39	providing well-structured yet relaxed and spontaneous classes (6)
13.	5.36	presenting material in logical sequences (5)
14.	5.36	allowing for a variety of situations - group, individual, class, etc. (6)
15.	5.36	creating a pleasant atmosphere in room (6)
16.	5.32	making presentations interesting (6)
17.	5.32	keeping the child as the center of all learning activities (6)
18.	5.31	being willing to alter a technique that isn't working (6)
19.	5.31	behaving maturely (6)
20.	5.31	being open-minded (6)
21.	5.30	putting children's needs above their own (6)
22.	5.30	exhibiting enthusiasm (6)
23.	5.29	expecting students to do their best (6)
24.	5.27	using examples to make things realistic (5)
25.	5.26	having all teaching materials readily available and organized (5)
26.	5.24	utilizing periods of time best suited to age learning and attention span (6)

27.	5.23	letting student learn as much as possible by doing rather than listening (5)
28.	5.22	developing a proper attitude for work and students (6)
29.	5.22	achieving proper balance of student/teacher control of class activity (6)
30.	5.21	setting objectives that are reasonable and can be measured (6)
31.	5.21	adjusting to the mood, tempo, attitude, etc. of the students, the lesson and the classroom (5)
32.	5.21	using a vocabulary, examples and topics suitable to grade level (5)
33.	5.21	planning flexibly and in advance (5)
34.	5.21	making good judgments (6)
35.	5.21	adjusting methods to facilitate learning (5)
36.	5.19	earning respect from kids (5)
37.	5.19	bringing a teaching situation in tune with learning level of students (5)
38.	5.19	reinforcing concepts regularly (5)
39.	5.19	admitting to errors (6)
40.	5.18	being sympathetic to student's problems and needs and providing individual attention (5)
41.	5.16	using informal evaluations to understand how well concepts are understood (5)
42.	5.16	profiting by mistakes (6)
43.	5.15	allowing the intellectually agressive student to forge ahead (5)
44.	5.15	having good command of English (6-5)
45.	5.15	helping children learn to plan effectively (5)
46.	5.12	establishing an atmosphere of discipline (6)
47.	5.12	using practical examples (6-5)
48.	5.12	preparing realistically for lessons (6)
49.	5.12	getting the feel of the class and adjusting to it (5)
50.	5.12	reinforcing student behavior appropriately (6)
51.	5.12	arranging the room for optimal participation in learning activities (5)
52.	5.12	varying the presentation of concepts (6)
53.	5.09	individualizing material to meet student capabilities (5)
54.	5.09	challenging students on higher thinking levels (5)
55.	5.09	evaluating at learner's level (5)
56.	5.09	using sense of humor (5)
57.	5.09	identifying mistakes and correcting past errors (5)
58.	5.06	selecting resources with clearly understood purposes in mind (5)
59.	5.06	giving instructions (6)
60.	5.06	complimenting students (6)
61.	5.06	incorporating student experiences (5)
62.	5.03	identifying progression of concepts to be mastered (6)
63.	5.03	accepting the extent of student's previous learning (5)
64.	5.03	asking thought-provoking questions (5)
65.	5.03	keeping lectures and/or instructions short and meaningful (5)
66.	5.03	encouraging open-ended discussions (5)
67.	5.03	listening for ideas (5)
68.	5.03	obtaining appropriate information concerning the school and community (5)
69.	5.03	analyzing results

70.	5.03	showing emphathy for individual student problems such as family illness, death, etc. (5)
71.	5.03	establishing guidelines (6-5)
72.	5.03	establishing appropriate instructional objectives (6)
73.	5.00	evaluating lessons and pupils' reactions (5)
74.	5.00	improving conditions resulting from evaluation (5)
75.	5.00	doing long-range planning (6-5)
76.	5.00	assessing and diagnosing problems (5)
77.	5.00	participating in parent-teacher conferences (5)

III. THE STUDENT TEACHER DEMONSTRATED ADEQUATE HEALTH AND VITALITY BY:

1.	5.90	showing strong changes in voice (5)
2.	5.71	being punctual and dependable (6)
3.	5.66	minimizing absences
4.	5.66	showing emotional stability in the classroom (6)
5.	5.42	keeping a positive atmosphere and attitude prevalent in and out of the classroom (6)
6.	5.32	having overt enthusiasm, interest in subject, concern for student progress (5)
7.	5.29	appearing energetic (6)
8.	5.22	showing enthusiasm for each day's lesson (6-5)
9.	5.22	showing energy and enthusiasm toward own learning as well as kids' learning (5)
10.	5.19	having enough energy to stay at least a step ahead of the group (5)
11.	5.19	exhibiting a cheerful appearance (6)
12.	5.16	grading work and promptly returning it (6)
13.	5.16	being excited and showing enthusiasm in work (5)
14.	5.13	showing good posture and dress (5)
15.	5.13	setting a good example in health habits (5)
16.	5.12	exercising self-discipline and self-control (6)
17.	5.09	maintaining enthusiasm throughout all classes (5)
18.	5.06	coping with illness when it does happen (5)
19.	5.06	exhibiting a good physical appearance (5)
20.	5.06	teaching consistently and energetically both morning and afternoon (5)
21.	5.06	instilling positive outlook of life (6)
22.	5.06	being a happy person (5)
23.	5.06	coping with adverse situations without undue strain (5)
24.	5.06	showing initiative (5)
25.	5.00	not volunteering to do more than he/she can handle (5)
26.	5.00	demonstrating poise and confidence (6)

IV. THE STUDENT TEACHER DEMONSTRATED EFFECTIVE VOICE AND SPEECH PATTERNS BY:

1.	5.57	pronouncing and enunciating clearly (6)
2.	5.56	using speech patterns that are gramatically correct (6)
3.	5.50	giving instructions and directions in clear and understandable terms and form (6)
4.	5.47	using correct speech for academic level and maturity (6)

5.	5.47	communicating effectively, thoughtfully (6)
6.	5.44	being clear and distinct without being too loud (6)
7.	5.44	giving clear and understandable directions for a complicated new procedure (6)
8.	5.41	making use of voice and speech control as factors in positive reinforcement of student behavior (6-5)
9.	5.39	minimizing students' difficulties in understanding oral explanations (6)
10.	5.34	using natural tone when possible (5)
11.	5.32	using a conversational tone, well-modulated, but loud enough so all can hear (6-5)
12.	5.32	adjusting speed of speech and vocabulary to maturity level and background of pupils (6)
13.	5.31	utilizing different tones, inflections for different situations (5)
14.	5.31	talking with the children, not at them (6)
15.	5.31	stating directions concisely (6)
16.	5.30	sufficiently projecting voice for easy hearing (6)
17.	5.30	using a pleasant tone of voice (6)
18.	5.28	sounding firm but kind (6)
19.	5.28	emphasizing important ideas, concepts by accenting, changing pace, intonating, changing volume, etc. (5)
20.	5.25	facing class or person when speaking (6)
21.	5.22	changing tone of one's voice to avoid humdrum melodic boredom (6)
22.	5.22	deliberately creating an attitude conducive to listening (6)
23.	5.19	varying tone of voice so as to indicate feelings (6-5)
24.	5.19	having students follow instructions (6)
25.	5.19	adapting to conditions: classroom, shop, fieldwork (6)
26.	5.19	speaking in an easily distinguished voice (6)
27.	5.16	using standard English (6)
28.	5.16	answering any questions fully and with clear examples (6)
29.	5.16	using appropriate speech levels for different situations: during testing, in lab, field trips (5)
30.	5.12	avoiding harsh or abrupt answers (6-5)
31.	5.12	listening carefully and thoughtfully to others (5)
32.	5.09	establishing eye contact (6)
33.	5.09	maintaining attention of whole class (6)
34.	5.09	speaking with positive voice inflection (5)
35.	5.07	restating difficult concepts in two or three ways without losing meaning (5)
36.	5.06	speaking loudly and clearly (5)
37.	5.06	putting feeling into voice so that further discipline is not necessary (5)
38.	5.06	developing a clear concise tone which is full and pleasant to the ear (5)
39.	5.03	showing sensitivity to student's responses (6)
40.	5.03	inducing excitement and suspence by voice (6)
41.	5.03	using tones that command respect without exciting rebellion or negative behavior (6)

V. THE STUDENT TEACHER DEMONSTRATED ABILITY TO WORK COOPERATIVELY WITH OTHER STAFF MEMBERS BY:

1.	5.56	familiarizing self with staff, building procedures, etc. (6)

2.	5.53	willingly shouldering teacher responsibilities (6)
3.	5.51	sharing "teacher" responsibilities (6)
4.	5.50	being punctual for duty assignments (6)
5.	5.48	not causing trouble between staff (6)
6.	5.45	being truthful (6)
7.	5.44	engaging in cooperative planning with supervisor (6)
8.	5.42	being kind, pleasant and tactful (6)
9.	5.41	learning emergency procedures (6)
10.	5.41	sharing responsibilities for upkeep of classroom and labs used by more than one teacher (6)
11.	5.39	not being a know-it-all (knowing more than staff) (6)
12.	5.39	working whole-heartedly and effectively with others for common school objectives (5)
13.	5.38	not forgetting assigned duties such as bus or lunchroom (6)
14.	5.38	submitting reports accurately and on time (6)
15.	5.37	being able to adjust to give and take needed when working with others (6)
16.	5.36	respecting school administration by following rules (6)
17.	5.35	returning and/or storing equipment promptly and properly (5)
18.	5.34	acknowledging the rights of others to hold different view from one's own (6)
19.	5.34	giving and taking on certain issues (cooperativeness) (6)
20.	5.32	sharing ideas, talents and time (6-5)
21.	5.31	not sharing "gossip" (6)
22.	5.31	willingly taking and giving constructive suggestions (5)
23.	5.31	being supportive (6)
24.	5.31	being flexible (6)
25.	5.28	not being afraid to admit weaknesses (6)
26.	5.25	accepting praise, criticism, and suggestions from staff (5)
27.	5.22	scheduling equipment promptly and properly (5)
28.	5.22	keeping an open mind (6-5)
29.	5.22	establishing appropriate social and working relationships (6)
30.	5.20	fitting in as a part of the staff (6)
31.	5.19	considering suggestions offered by observing staff (6)
32.	5.19	projecting a professional image (6)
33.	5.19	showing a professional loyalty by using discreet manner (6)
34.	5.16	raising questions with the supervising teacher about the student teacher's daily plan and performance (6)
35.	5.15	showing an interest and concern for problems of others (5)
36.	5.14	sharing teaching techniques (5)
37.	5.12	accepting full load of work regardless of rewards (6-5)
38.	5.09	observing and incorporating other teachers' methods and strengths (5)
39.	5.09	understanding that students' other assignments are important (5)
40.	5.06	willingly understanding professional criticism (5)
41.	5.06	compromising times, schedules, duties when conflicts occur (5)
42.	5.00	working to create harmony while supporting own view (5)
43.	5.00	securing the cooperation of various classroom teachers, instruction specialists in organizing and culminating activities (5)
44.	5.00	helping others ungrudgingly (5)
45.	5.00	maintaining a positive attitude toward all staff (6)
46.	5.00	realizing teaching is a give and take situation from all grade levels (6)

VI. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PROFIT FROM FEEDBACK BY:

1.	5.57	substituting more effective methods for less effective ones (6)
2.	5.55	taking suggestions from supervising teacher as well as college supervisor (6)
3.	5.48	re-examining class work and adjusting teaching technique and material accordingly (6)
4.	5.47	taking suggestions and criticism positively (6)
5.	5.39	making the most out of "teachable moments" (6)
6.	5.39	spending more time than planned on a subject if necessary (6)
7.	5.38	correcting and/or replacing non-productive activities (5)
8.	5.36	discussing problems openly and attempting suggestions (6-5)
9.	5.34	not repeating the same mistakes (5)
10.	5.31	sensing the mood of a class (6)
11.	5.30	adapting and modifying plans (6)
12.	5.30	explaining material when there is confusion in class (6)
13.	5.29	repeating or reviewing a subject not grasped by a class in an earlier lesson (6)
14.	5.29	changing attitude toward pupil and subject matter when it has been detrimental to learning environment (6)
15.	5.27	being open-minded (6)
16.	5.26	accepting criticism graciously and acting on it (6)
17.	5.24	changing direction when class balks, loses interest (5)
18.	5.20	changing lesson pace according to pupil feedback (6-5)
19.	5.18	realizing we're all human (6)
20.	5.15	making physical, academic and social efforts to change (6-5)
21.	5.15	repeating/rephrasing sentence or question not understood (6)
22.	5.15	being, looking and reacting in a positive manner (6)
23.	5.09	using a self-evaluation (5)
24.	5.09	seeking out feedback (5)
25.	5.09	suggesting new ideas as result of feedback (5)
26.	5.06	using pupil evaluation in a constructive manner (6-5)
27.	5.06	providing remedial work when suggested (6)
28.	5.06	presenting same lesson to second group using improved methods (5)
29.	5.03	providing for individual differences (6)
30.	5.03	showing sensitivity to non-verbal signs from class (5)
31.	5.00	recognizing personality strengths and weaknesses (5)
32.	5.00	capitalizing on student interest and suggestions (5)

VII. THE STUDENT TEACHER DEMONSTRATED MATURITY OF JUDGMENT AND ABILITY TO MAKE REALISTIC DECISIONS BY:

1.	5.74	avoiding emotional outbursts in attempts to control the classroom (6)
2.	5.72	notifying the proper authorities in emergency situations (6)
3.	5.69	using consistent classroom management techniques(6)
4.	5.59	remaining calm when difficulties arise (6)
5.	5.56	selecting objectives appropriate to students being taught (6)
6.	5.53	accepting the students where they are and proceeding from there (6)
7.	5.52	using positive rather than negative reinforcement (6)
8.	5.50	adjusting learning activities to the reality of the classroom (6)
9.	5.50	gaining and maintaining respect of students, teachers, public (6)
10.	5.47	identifying emergency situations (6)

11.	5.45	handling emergencies with maturity (6)
12.	5.44	changing plans slightly if needed to get the point of the lesson across (6)
13.	5.44	not ridiculing less successful students (6)
14.	5.44	understanding the age and ability of the child (6)
15.	5.44	handling discipline situations positively (6)
16.	5.44	using common sense in the classroom (6)
17.	5.41	not backing into a corner in discipline situations (6)
18.	5.39	exhibiting personal conduct above that of students (6)
19.	5.39	making realistic demands of students especially in tests and assignments (5)
20.	5.39	consistently seeking to establish good rapport with students, parents and school personnel (6)
21.	5.38	maintaining composure with a defiant student (6)
22.	5.38	seeking to learn the proper regulations and rules of the school (6)
23.	5.36	regaining classroom control when it has gone too far in the other direction (6)
24.	5.34	remaining friendly but professional (6)
25.	5.34	handling discipline problems objectively (6)
26.	5.34	accepting guidance by the supervising teacher (6)
27.	5.34	keeping personal problems "at home" (6)
28.	5.34	analyzing the situation and determining the course of action (6)
29.	5.33	using mature judgment in controversial issues (6)
30.	5.31	setting goals in reach for both teacher and class (6)
31.	5.31	planning personal time so as to reserve enough to perform well at school (6)
32.	5.30	gathering enough information before making decisions (6)
33.	5.28	establishing himself as a teacher with responsibility rather than as a friend of the students (6)
34.	5.28	"involving those involved" when possible in decision making (6)
35.	5.28	using rational approach to problem-solving (6)
36.	5.25	evaluating student requests and responding on their merits rather than on the personality of the individual (5)
37.	5.25	coping with unpleasant situations objectively (5)
38.	5.25	keeping class discussions within the realm of good taste (6)
39.	5.22	communicating effectively with parents, administration (6)
40.	5.22	making outside appointments after school time (6)
41.	5.22	doing homework in order to minimize difficulties (6)
42.	5.21	admitting mistakes made (6)
43.	5.19	exploring various options in handling classroom disturbances (5)
44.	5.19	not over-reacting in the classroom (6)
45.	5.19	counseling students concerning discipline problems rather than administering punishment (6)
46.	5.19	realizing that each student works at a different level (6)
47.	5.19	handling unusual situations as they arise (5)
48.	5.19	planning weekly schedule (6)
49.	5.19	maintaining consistent poise and control (6)
50.	5.19	evaluating self in terms of strenghts and needs (6)
51.	5.18	planning daily schedule (6)
52.	5.16	talking individually after class with a disrupting student (6)
53.	5.15	handling difficult situations without "going to the office" (5)
54.	5.13	showing self-confidence (6)
55.	5.13	abiding by rules (6)
56.	5.13	listening to the other person's point of view objectively (5)
57.	5.12	identifying and understanding "cause-effect" relationship for most problems (5)

58.	5.12	not gossiping (6)
59.	5.09	teaching classes without the presence of the supervisor (6)
60.	5.09	handling students' attendance problems by learning school rules and following through (6)
61.	5.09	consulting with cooperating teacher before taking specific action (6)
62.	5.06	learning to adapt materials for different ability levels (6)
63.	5.06	seeking other professional opinions about students if at a loss for ideas (6)
64.	5.06	understanding self and formulating goals and plotting course (5)
65.	5.06	realizing the long term effect of a decision (5)
66.	5.06	making the punishment fit the crime (6)
67.	5.06	accepting set-backs not as defeats (6)
68.	5.06	meeting individual emotional and physical needs when alone with class (5)
69.	5.03	reacting only after giving thought to problems (5)
70.	5.03	listening to and offering wise alternatives (5)
71.	5.03	doing necessary duties without being prodded (6)
72.	5.03	setting up situations which will help children learn to reason/ think before taking action (5)
73.	5.00	following instructions (6-5)

VIII. THE STUDENT TEACHER DEMONSTRATED COMMAND OF SUBJECT MATTER BY:

1.	5.61	adequately preparing for lessons taught (6)
2.	5.56	having a knowledge of the subject beyond text books in use by class (6)
3.	5.55	teaching without using a book constantly (6)
4.	5.42	making sure content is appropriate for level of class (6)
5.	5.38	giving adequate depth to subject presented (5)
6.	5.38	providing experiences that are purposeful, stimulating, and enriching (6)
7.	5.38	responding with correct information to questions (6)
8.	5.34	clearly explaining each step of each example (5)
9.	5.34	knowing lectures well enough to minimize use of notes (6)
10.	5.34	being able to present subject materials correctly (6)
11.	5.30	teaching the skills relating to the area (6)
12.	5.29	identifying major concepts of the subject areas (6-5)
13.	5.28	being able to clearly answer student inquiries and at times suggest proper questions to pupils (6)
14.	5.28	presenting one concept from a variety of angles (5)
15.	5.25	differentiating between fact and opinion (6)
16.	5.25	using relevant demonstrations and experiments to clarify physical phemenon (5)
17.	5.25	using a variety of explanations concerning a particular topic according to the intellectual and personal characteristics of pupils (6)
18.	5.25	presenting material so that difficult concepts are easily perceived (5)
19.	5.24	enriching or simplifying materials (5)
20.	5.24	having proper background in high school and college in areas taught (6)
21.	5.22	answering most related questions on subject (5)
22.	5.22	staying ahead of students in assignments required of them (6)
23.	5.18	excellent organization and use of learning aids (6-5)
24.	5.18	using several sources of information (5)
25.	5.18	using various methods of presentation (5)

26.	5.16	building on spontaneous learning incidents (5)
27.	5.16	designing clear objectives (5)
28.	5.16	showing evidence of strong preparation in plans (6)
29.	5.16	admitting openly in emergencies that he is not sure but promises to check (6)
30.	5.13	being able to answer questions from students nondefensively (5)
31.	5.13	relating facts, concepts, values of area of learning to current issues and problems (5)
32.	5.13	showing evidence of confidence in ability (6)
33.	5.12	giving vivid examples to make the lesson objectives come alive (6-5)
34.	5.12	maintaining flexibility in approach while reaching the objectives or goals (6)
35.	5.11	being interested in the particular field of study (6)
36.	5.09	relating the subject to other areas of life (50
37.	5.09	using good motivational techniques in lessons (5)
38.	5.06	organizing knowledge and having it readily available (5)
39.	5.00	organizing lesson plans in harmonious sequency (6)
40.	5.00	suggesting possibilities and applications (5)
41.	5.00	accepting a variety of answers (5)
42.	5.00	readily demonstrating skills in the subject area (5)
43.	5.00	referring to current media where applicable to subject matter (5)
44.	5.00	relating and tying together various academic areas (6-5)

IX. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PREPARE EFFECTIVELY FOR LESSONS BY:

1.	5.64	planning a variety of learning experiences and activities appropriate to individual or group (6)
2.	5.60	planning for individual differences (6)
3.	5.59	avoiding assignment of "busy work" that wastes time (6)
4.	5.53	developing lessons which meet the needs of the students (6)
5.	5.53	demonstrating initiative and originality in selecting, organizing, and using a variety of materials and instructional aids (6)
6.	5.52	using resource books, people, materials and AV equipment (6)
7.	5.45	making out lesson plans that are realistic (6)
8.	5.45	varying methods of instructions (6)
9.	5.41	developing plans with proper balance of student and teacher participation (6)
10.	5.41	using curriculum guides and observing flexible limits of scope and sequence (6)
11.	5.38	determining lesson objectives before deciding upon which teaching strategy to use (6)
12.	5.34	assessing the needs and interests of students (6)
13.	5.33	preparing materials in advance (6)
14.	5.32	evaluating pupils' progress and reteaching when necessary (6)
15.	5.31	preparing lessons according to class attention span (6)
16.	5.31	having study sheets ready before class (6)
17.	5.31	assigning appropriate amount of material (6)
18.	5.29	asking relevant questions and clarifying and emphasizing important points in the learning activity (6-5)
19.	5.29	procuring or creating materials which encourage and broaden student learning (6)
20.	5.28	making lessons interesting so that children react positively (6)

21.	5.28	designing definite objectives (6)
22.	5.25	having the objectives of lessons understood by pupils (6)
23.	5.25	fitting exercises to students' needs (5)
24.	5.25	providing a means of evaluation (5)
25.	5.24	having extra material that can be used to fill in at times when class periods are lengthened (6)
26.	5.19	using a variety of activities or examples (5)
27.	5.19	establishing a sound plan of instruction in advance (6)
28.	5.18	including plans for the children who finish first (6)
29.	5.16	engaging students in planning in accordance with student maturity level (5
30.	5.16	building on child's knowledge (6-5)
31.	5.15	giving students prompt feedback from evaluations (5)
32.	5.14	discussing possible activities with supervisors (6)
33.	5.13	preparing general school year outline (6)
34.	5.13	involving students and ideas in lessons (6)
35.	5.13	trying innovative and unusual techniques when appropriate (5)
36.	5.12	anticipating problems that might come to light (6)
37.	5.10	planning classroom activities for a week and making them flexible (6)
38.	5.10	planning out difficulties or problem areas before testing (5)
39.	5.09	anticipating questions that may come up (5)
40.	5.09	keeping abreast of current issues, advances, etc. (5)
41.	5.09	doing the project before the students so as to see problems that might help students learn (5)
42.	5.09	not covering too much or too little material (5)
43.	5.09	presenting lesson plans to supervising teacher in advance (6)
44.	5.09	allowing time for questions (6-5)
45.	5.09	preparing a lesson plan that a substitute can follow (5)
46.	5.07	stressing basic skills in lessons (5)
47.	5.07	developing one's own style and letting all innovative efforts gradually evolve from this style (6-5)
48.	5.06	making a good unit survey before each chapter is covered in the unit (6)
49.	5.06	looking over lesson prior to meeting with students (6)
50.	5.06	rearranging the classroom to suit the activity planned (6)
51.	5.00	presenting a relaxed appearance to the class (6)
52.	5.00	making objectives clear and related to life experiences (5)
53.	5.00	reading extensively (6)
54.	5.00	utilizing teacher preparation period and study hall duty for effective planning (6)

X. THE STUDENT TEACHER DEMONSTRATED COMPETENCE IN CLASSROOM MANAGEMENT BY:

1.	5.68	treating each student with dignity and respect (6)
2.	5.65	being as fair as possible to all children (6)
3.	5.59	relying on self rather than the supervising teacher for class control (6)
4.	5.59	being consistent in classroom management (6)
5.	5.59	having all work well planned (6)
6.	5.58	promoting student self-discipline (6)
7.	5.58	providing an atmosphere of freedom or restraint as indicated by student behavior (6)
8.	5.58	making clear what is and is not acceptable behavior in the classroom (6)
9.	5.58	providing flexibility, control and direction in a pleasant atmosphere (6)
10.	5.56	gaining respect from the students (6)

11.	5.53	instilling in students a sense of self-disipline (6)
12.	5.53	using techniques of control that fit students and situations (6)
13.	5.52	having well-prepared lessons that utilize all of class period and keep students involved (6)
14.	5.52	using positive, consistent and fair disciplinary measures (6)
15.	5.52	carrying through if a student is told something will be done (6)
16.	5.52	establishing a firm, friendly atmosphere (6)
17.	5.52	making sure directions to students each day are clear and definite (6)
18.	5.50	following through with the rules of behavior (6)
19.	5.50	bringing class to attention quickly at beginning of period (6)
20.	5.48	allowing freedom without sacrificing control (6)
21.	5.48	creating a positive attitude among the students (6)
22.	5.48	maintaining a positive climate for learning (6)
23.	5.48	having materials planned ahead of time (6)
24.	5.48	quietly coping with disturbances and still impressing the child with the need for cooperation (6)
25.	5.48	getting attention when necessary (6)
26.	5.47	handling individual problems as they arise and following up (6)
27.	5.47	securing satisfactory classroom control (6)
28.	5.47	being fair, firm and objective in dealing with students (6)
29.	5.45	handling adverse situations in a positive and objective manner (6)
30.	5.44	balancing quality and quantity of material (6)
31.	5.44	having students share in the responsibility of keeping a neat room (6)
32.	5.42	showing a great deal of love and respect for each child (6)
33.	5.41	establishing realistic goals (6)
34.	5.41	keeping discipline problems to a minimum (6)
35.	5.39	taking positive rather than negative approaches (6)
36.	5.39	maintaining control but not dominating activities (6)
37.	5.39	providing activities for all students in a class (6)
38.	5.39	creating a pleasant atmosphere in which students want to learn (6)
39.	5.39	handling discipline on an individual basis (6)
40.	5.39	handling potential disturbances without disrupting the class (6)
41.	5.39	commanding respect for self as well as giving respect to students (6)
42.	5.39	telling students what is expected in the classroom (6)
43.	5.39	having good rapport with class but not "buddy" (6)
44.	5.38	supervising whole class while doing group work (6)
45.	5.38	building rapport and gaining student confidence (6)
46.	5.38	being consistent in guiding students (6)
47.	5.36	not getting "ruffled" in an emergency situation (6-5)
48.	5.36	planning meaningful experiences to maintain alertness and interest and avoid disturbances (5)
49.	5.36	making sure students with sight and hearing difficulties are seated to their best advantage (6)
50.	5.35	having the students work together without losing order or control (6)
51.	5.35	conferring with cooperating teacher (6)
52.	5.35	controlling the class without being a dictator (6)
53.	5.35	preventing accidents by taking necessary safety precautions (6)
54.	5.33	making students feel free to talk and discuss in class (6)
55.	5.31	developing efficient ways of distributing and collecting materials (6)
56.	5.31	handling chronic disturbing element wisely and prudently (5)
57.	5.30	handling most if not all discipline positively (5)

58.	5.30	anticipating and, thus, avoiding problems (6)
59.	5.30	meeting individual needs through good organization (6)
60.	5.30	effectively managing student time (5)
61.	5.29	handling discipline problems individually and privately (6)
62.	5.29	setting forth clear and attainable objectives (6)
63.	5.29	clarifying roles of both students and teacher (6)
64.	5.28	not encouraging inappropriate behavior (6)
65.	5.26	adjusting to sudden interruptions, embarrassing situations (6)
66.	5.26	keeping class under control (6)
67.	5.26	establishing a consistent pattern for roll-taking, announcement reading, etc. (5)
68.	5.26	having flexible but controlled time schedule (6)
69.	5.26	presenting lessons that involve students so that discipline problems are few (6)
70.	5.24	teaching of responsibility in classroom (5)
71.	5.24	routinizing those things which help in organizing a classroom (6)
72.	5.24	planning enough activities to fill class period (6)
73.	5.24	paying attention to lighting, seating, ventilation (6)
74.	5.23	maintaining composure when confronted by student (6)
75.	5.23	showing considerable interest and enthusiam for one's work (6)
76.	5.23	organizing the class in different situations (6-5)
77.	5.21	having creative, realistic solutions to problems (5)
78.	5.21	handling whole class alone (6)
79.	5.21	avoiding power struggles with students (6)
80.	5.21	devising approaches to direct positive behavior (6)
81.	5.21	making promises sparingly and keeping them faithfully (6)
82.	5.19	keeping calm (6)
83.	5.19	not talking "down" to students (6)
84.	5.19	managing traffic for getting materials in class (6)
85.	5.19	training students to work productively each day (6)
86.	5.19	maintaining some order while allowing freedom of movement as the children use stations (5)
87.	5.18	having orderly dismissals and class movements (6-5)
88.	5.18	organizing group work and materials for effective learning (6)
89.	5.18	explaining to unruly students why their behavior harmed the class (6)
90.	5.18	adapting easily and following procedural policies with little difficulty (5)
91.	5.16	having a goal or objective in mind for each lesson (6)
92.	5.15	dealing with "messy" activities without losing control (6)
93.	5.13	timing activities according to classroom time slots (5)
94.	5.13	having a variety of materials and procedures to reach every child (5)
95.	5.13	maintaining the control standards previously made by the class and supervising staff (6)
96.	5.12	being aware of disorder (6)
97.	5.12	explaining amount of freedom permitted (6)
98.	5.12	being cheerful (6)
99.	5.12	having knowledge of location of classroom supplies, teaching materials, files, forms, etc. (6)
100.	5.09	preparing a variety of activities for different times (5)
101.	5.09	never tolerating an atmosphere which would hamper learning (6)

102.	5.07	moving easily from group to group or individual encouraging, answering questions, etc. (6)
103.	5.06	using audio-visual equipment effectively and efficiently (6)
104.	5.06	not having to look something up or get out some equipment at the "last minute" (5)
105.	5.06	building upon pupil's interest in spontaneous lessons (5)
106.	5.06	following up later on any unfinished business of the day (5)
107.	5.03	maintaining voice control (5)
108.	5.03	planning student-centered activities (5)
109.	5.03	calling on students whose attention may be wandering (6)
110.	5.03	successfully using minimum number of rules and regulations (6/5)
111.	5.00	closing down lesson efficiently (6)
112.	5.00	planning for a group as well as individual (5)
113.	5.00	showing the why and how of what is being done (6)
114.	5.00	demonstrating sincerity (6)
115.	5.00	developing a sense of self worth (6)
116.	5.00	displaying leadership for activities in classroom (5)

XI. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PERFORM A VARIETY OF CRITICAL TEACHING TASKS BY:

1.	5.71	trying another technique after one method did not work (6)
2.	5.59	successfully providing for gifted and lower levels (6)
3.	5.54	making certain correct information is imparted (6)
4.	5.50	helping a child cope with situations that may hinder learning (6)
5.	5.50	maintaining good class discipline (6)
6.	5.48	motivating students by creating a desire to learn (6)
7.	5.48	identifying strengths of students (6)
8.	5.46	engaging whole class in worthwhile activities while working with small group (6)
9.	5.45	carrying over or through from one area to next (6)
10.	5.43	keeping kids "number one" (6)
11.	5.42	developing a sense of responsibility in children (6)
12.	5.41	handling discipline problems well (6)
13.	5.40	utilizing teaching techniques that fit the students (6)
14.	5.40	developing appropriate lesson plans (6)
15.	5.40	demonstrating flexibility to account for individual student needs (6)
16.	5.40	preparing activities geared to needs and abilities of students (6)
17.	5.40	making each child feel a part of the group (6)
18.	5.37	developing instructional plans for achievement of specific objectives (6)
19.	5.37	doing lessons in various techniques: lecturing, demonstrating, reading, films, class discussions (6)
20.	5.34	asking "thinking" questions (6)
21.	5.34	adjusting to the situation (6)
22.	5.33	independently managing classes for lengthy period independent of observation and supervision (6)
23.	5.33	restoring control after having lost it (6)
24.	5.32	accepting students as they are without criticism (6)
25.	5.31	adding pertinent information in students' cumulative folders (6)
26.	5.30	being able to identify class and individual problems (6)
27.	5.30	demonstrating sensitivity to feelings and problems of kids (6)

28.	5.30	having students gain a more positive self-image (6)
29.	5.30	making each child feel very important (6)
30.	5.30	using different methods in teaching skills (5)
31.	5.27	making definite plans (6)
32.	5.27	modifying instruction on basis of feedback (5)
33.	5.27	challenging students on higher thinking levels (6)
34.	5.26	appearing at ease in front of the class (6)
35.	5.26	rejecting wrong answers skillfully while maintaining accepting climate (6)
36.	5.25	designing a unit to meet the needs of the class and to accomplis- objectives (6)
37.	5.25	turning in reports on time (6)
38.	5.24	being open for feedback (6)
39.	5.23	working with individual children (6)
40.	5.23	having students investigate to learn (6)
41.	5.23	properly testing and evaluating (6)
42.	5.22	helping children solve their own problems (6)
43.	5.21	handling critical situations (6)
44.	5.21	understanding the adolescent person (6)
45.	5.20	finding alternate methods when children fail to learn (6)
46.	5.20	helping child to develop leadership skills (6)
47.	5.19	being open to suggestions (6)
48.	5.19	being able to "take over" class unexpectedly (6)
49.	5.18	keeping student interest and learning at a high level (6-5)
50.	5.17	developing effective programs for remedial work (6)
51.	5.17	using feedback and input for spontaneous learning opportunities (6)
52.	5.17	using adequate record keeping system
53.	5.14	defending decisions to parents but listening also (6)
54.	5.14	accepting criticism as helpful and not as a personal attack (6)
55.	5.14	providing materials and guidance for individualization (5)
56.	5.14	adjusting to any situation (6)
57.	5.13	evaluating pupil behavior on an individual basis (6)
58.	5.11	cooperating with other teachers (6)
59.	5.10	seeking the assistance of experts in the field (6-5)
60.	5.10	communicating with parents when problems arise (5)
61.	5.07	responding flexibly to interruption of routine (6)
62.	5.07	covering amount of material in the class that students can absorb (5)
63.	5.07	having patience with the most tedious tasks (6)
64.	5.07	having accurate attendance records (6)
65.	5.07	presenting extremely complex concepts on student level (5)
66.	5.06	displaying creativity in teaching-learning process (6-5)
67.	5.06	preparing a variety of learning activities (5)
68.	5.04	demonstrating tasks (6)
69.	5.04	selecting appropriate reading materials (5)
70.	5.04	developing good testing program (5)
71.	5.03	keeping the problem child under control and interested (6)
72.	5.03	providing classes for fast students (6)
73.	5.03	having a natural variety of teaching methods at his/her immediate disposal (6-5)
74.	5.00	performing willingly each task in routing no matter how unimportant (6-5)
75.	5.00	working out details for all activities (6)
76.	5.00	planning student centered activities (6-5)

XII. THE STUDENT TEACHER DEMONSTRATED COMPETENCE IN EVALUATING STUDENTS BY:

1.	5.73	not letting standardized test scores (such as I.Q.) label a student (6)
2.	5.62	finding student weaknesses and trying to strengthen them (6)
3.	5.58	using a variety of evaluation techniques - diagnostic tests, daily or frequent quizzes, class discussion, unit tests, student/teacher conferences (6)
4.	5.58	testing, studying results, re-teaching (6)
5.	5.56	using a variety of evaluation methods (6)
6.	5.56	using criteria other than tests to evaluate such as attitude, effort, ability level, etc. (6)
7.	5.56	using evaluations to aid the teacher, not to threaten the students (6)
8.	5.55	using not only tests but other means of evaluation of student progress (6)
9.	5.55	taking into consideration student's level of ability (6)
10.	5.54	personally observing students at work (6)
11.	5.53	showing a fair and objective means of evaluation to encourage and promote learning (6)
12.	5.50	utilizing evaluation in lesson plans (6)
13.	5.48	using suitable tools for evaluations (6)
14.	5.48	being patient and understanding when performance is hindered due to emotional or personal problems (6)
15.	5.46	making goals which can be achieved and yet challenge the learner (6)
16.	5.45	evaluating as to individual improvement or progress (6)
17.	5.43	discussing evaluations with cooperating teacher (6)
18.	5.43	determining which students need special help and what kind of help (6)
19.	5.42	integrating evaluation into the teaching unit (6)
20.	5.41	writing comments on papers to help the student learn (6)
21.	5.41	using homework, quizzes, classroom questions and laboratory work to reinforce and further clarify facts, concepts and theories (6)
22.	5.40	evaluating learning experiences and conferring with students concerning strengths/weaknesses (6)
23.	5.40	considering activities other than test scores in computing grades (6)
24.	5.40	keeping records of child's progress (6)
25.	5.40	employing a variety of evaluative techniques (6)
26.	5.36	striving for consistency in objectives and evaluation (6)
27.	5.36	analyzing what was well done (6)
28.	5.35	being fair and consistent in evaluation (6)
29.	5.35	individually evaluating a situation with an unbiased attitude (6)
30.	5.35	enjoying the learner's successes, growth (6)
31.	5.33	disregarding personal relationships when evaluating student (6)
32.	5.33	developing a system of arriving at grades that takes into account individual needs as well as percentages and the like (6)
33.	5.33	utilizing evaluative results in future planning (6)
34.	5.31	using evaluation as a process for improvement rather than assessment (6)
35.	5.31	analyzing feedback: homework, responses, and class activities (6)
36.	5.30	suggesting improvements in a kindly way (6)
37.	5.30	helping students to raise their standards of work (6)
38.	5.29	keeping proof of child's work - copies which help to see growth (5)
39.	5.27	asking "has this student been challenged?" (6)
40.	5.26	being able to defend a grade (6)

41.	5.23	expecting grade level standards, not adult standards (6)
42.	5.23	basing evaluation procedures on previously accepted objectives (6)
43.	5.23	avoiding ambiguity in creating test questions (6)
44.	5.23	interpreting results of evaluation in terms of growth (6)
45.	5.23	observing and recording individual and group behavior (6)
46.	5.23	being fair and frank
47.	5.21	re-evaluating constantly (6)
48.	5.21	spotting trouble patterns (5)
49.	5.20	informing students of methods at beginning of year (6)
50.	5.20	keeping records, daily notes on what to work on with child (5)
51.	5.20	being concerned over mistakes, regression, plateaus (5)
52.	5.20	being aware of learning difficulties and inconsistencies daily (5)
53.	5.20	grading regularly (6)
54.	5.20	making provisions and recommendations for impediments and other disabilities (5)
55.	5.17	telling children about good points (6)
56.	5.17.	making out unit tests (middle and upper grades) (6)
57.	5.16	analyzing source of difficulty (6)
58.	5.16	prescribing plans for diagnosed needs (5)
59.	5.16	using evaluation as a tool for indicating change by teacher and/or students (5)
60.	5.16	providing students with an opportunity to learn the skills of self-evaluation (5)
61.	5.16	stating specific behaviors expected (6)
62.	5.16	holding student/teacher conferences (6)
63.	5.14	being able to "grade" or rate competence in a flexible manner (5)
64.	5.14	giving praise where due and criticism when needed (6)
65.	5.14	writing questions in a clear, concise manner (6)
66.	5.14	determining student's growth (6)
67.	5.13	observing strengths and weaknesses daily (6)
68.	5.13	using oral questioning techniques (6)
69.	5.13	using informal discussion (6)
70.	5.13	testing according to objectives (6)
71.	5.13	observing skill performance (5)
72.	5.10	comparing child's work/performances with himself to note improvement or problems (6)
73.	5.10	regrouping (6)
74.	5.10	using other diagnostic materials to identify individual needs and measure progress (6)
75.	5.10	using a variety of test items (true-false, essay) (6)
76.	5.10	grading quizzes and tests quickly and well (6)
77.	5.10	making both written and oral assignments (6)
78.	5.10	grading written assignments both subjective and objective (6)
79.	5.10	planning daily lessons adequately (6)
80.	5.06	testing soon and often after work (6)
81.	5.03	studying educational plans before teaching (6)
82.	5.00	evaluating the validity of tests and other evaluation devices (6)
83.	5.00	occasionally having students evaluate their own work (6-5)
84.	5.00	being able to stimulate both the over-achiever and under-achiever who may be in the same class (6)
85.	5.00	giving students performance tasks to reveal strengths and weaknesses (6)

XIII. THE STUDENT TEACHER DEMONSTRATED ABILITY TO MOTIVATE LEARNERS BY:

1.	5.72	appearing to enjoy students and teaching (6)
2.	5.62	utilizing background experiences of children (5)
3.	5.59	creating a good learning situation in which students want to learn (6)
4.	5.57	enabling all students to experience success (6)
5.	5.55	using positive reinforcement with students (6)
6.	5.54	giving deserved credit and rewards to students (6)
7.	5.52	giving praise (6)
8.	5.52	asking clear and thought-provoking questions (6)
9.	5.50	avoiding negativism while interacting with students (6)
10.	5.48	generating interest in knowing (6)
11.	5.48	being human (6)
12.	5.48	finding something that every child can do (6)
13.	5.48	encouraging student response (6)
14.	5.48	challenging the top student so he doesn't become bored (15)
15.	5.47	showing leadership that is easily recognized (6)
16.	5.47	seeking to find interests of learners (6)
17.	5.47	creating exciting learning atmosphere through bubbling enthusiasm, good rapport, communication (6)
18.	5.46	using concrete experiences (5)
19.	5.45	following the standards himself that are set up for class (6)
20.	5.43	facilitating the participation of all students in activities and discussions (6)
21.	5.43	finding ways to create interest in what is to be learned (6)
22.	5.42	treating ordinary subject matter or skills in a challenging way (6)
23.	5.40	building respect through mastery and confidence (6)
24.	5.40	exhibiting personal interest and friendly attitude (6)
25.	5.40	meeting all levels (slow learner, average, etc.) (6)
26.	5.39	incorporating interest of pupils in classwork (5)
27.	5.39	making interesting introductions to lessons (6)
28.	5.38	relating lessons to real life experiences pointing out difficulties ahead of time (6)
29.	5.38	having classes willingly do their work because they want to, not because it is required (6)
30.	5.36	instilling confidence rather than undermining (6)
31.	5.34	making students want to learn (6)
32.	5.34	using many methods to get same lesson across (6)
33.	5.34	inspiring toward pride and excellence in work (6-5)
34.	5.32	evaluating in such a way that students can see their own progress (6)
35.	5.32	providing an example by exerting enthusiasm (5)
36.	5.31	trusting students' judgment (5)
37.	5.30	using good questioning techniques (6-5)
38.	5.30	using student ideas, praise and student feelings in class discussion (6-5)
39.	5.30	having cheerful attitude, pleasing approach, neat appearance (6-5)
40.	5.28	using inquiry and concept methods that students can solve problems themselves at times (5)
41.	5.28	using a variety of classroom activities with students (role playing, simulations, etc.) (6)
42.	5.28	beginning lessons with interesting questions (5)
43.	5.27	being considerate - constant assurance of confidence in students (6)

44.	5.26	trying different approaches (6)
45.	5.24	praising good questions (6)
46.	5.23	showing enthusiasm for task on hand (5)
47.	5.23	spending time with individuals who are having trouble (5)
48.	5.22	spending time outside of class with those needing help (6)
49.	5.22	emphasizing relevance of particular subject matter and future goals (6)
50.	5.22	beginning with creative activities (6)
51.	5.21	making presentations of subject matter with vigor inviting student involvement (6)
52.	5.21	setting up situations where problems can be successfully investigated (5)
53.	5.21	having learners assume responsibility for specific information (5)
54.	5.21	having active and vibrant personality (6)
55.	5.21	being firm but friendly (6/4)
56.	5.20	developing techniques which stimulate good work habits on the part of the students (6)
57.	5.20	using a variety of devices to introduce new and all materials (6)
58.	5.20	avoiding use of sarcasm (6)
59.	5.20	having students accept responsibility and utilizing student teacher's suggestions (6)
60.	5.20	using expressed self motivation of students to work in specific areas (5)
61.	5.19	bringing unusual demonstrations or interesting "show and tell" items (5)
62.	5.18	guiding students to select worthwhile projects (5)
63.	5.17	not setting goals too high or too low (6)
64.	5.17	changing learning centers if they don't go over (5)
65.	5.17	letting learners know you are human (6)
66.	5.16	suggesting outside resources: library, television specials, etc. (6)
67.	5.16	offering individual teaching help (6)
68.	5.14	providing clever unusual aids (5)
69.	5.14	using examples which feed into the various interests and hobbies of the majority of students (5)
70.	5.14	studying styles of learning and using appropriate methods (6/5)
71.	5.13	keeping a sense of humor while holding out a challenge for students to strive for (5)
72.	5.13	using problems and purposeful activities (5)
73.	5.12	getting students involved in the investigation of a project by asking leading questions (5)
74.	5.11	interacting with students to help them set their own objectives and select own learning activities (5)
75.	5.10	having alert, attentive classes (5)
76.	5.10	using objects and audio-visual aids often (6/5)
77.	5.07	using a variety of expressions, voice tones, etc. (5)
78.	5.07	being creative (5)
79.	5.07	reaching a high academic achievement level among students (6)
80.	5.04	posing interesting problems for investigation (5)
81.	5.04	encouraging students to express their wants (5)
82.	5.04	using fewer "gimmicks" and more recognition of pupils' needs and interests (6/5)
83.	5.04	presenting facts in novel and new ways (5)
84.	5.03	planning many interesting and suitable activities for each part or change in routine (5)

85. 5.00 encouraging outside reading (6)
86. 5.00 getting students to work in groups (5)
87. 5.00 encouraging slower students to expand someone else's answer (6)

XIV. THE STUDENT TEACHER DEMONSTRATED A FAIR AND JUST ATTITUDE IN DEALING WITH STUDENTS BY:

1. 5.87 avoiding favoritism (6)
2. 5.75 emphasizing worth of each individual student regardless of physical appearance, intellectual prowess or social standing with peers (6)
3. 5.73 not "picking" on certain students (6)
4. 5.71 being consistent in treatment of individuals (6)
5. 5.68 allowing the child to suggest ways to improve (5)
6. 5.68 getting acquainted with background of child (5)
7. 5.68 clarifying decisions when questions are raised (6)
8. 5.67 being courteous to students (6)
9. 5.62 letting each student feel important and cared for (6)
10. 5.60 not ridiculing the students (6)
11. 5.59 grading fairly and impartially (6)
12. 5.58 guiding students in developing respect for each other (6)
13. 5.57 respecting and encouraging student opinion (6)
14. 5.57 establishing mutual respect (6)
15. 5.54 being humanistic (6)
16. 5.53 showing a willingness to examine all facets of the situation (6)
17. 5.53 not jumping to hasty conc'usions (6)
18. 5.53 giving praise and criticism based on facts (6)
19. 5.53 maintaining an objective approach when judging student behavior (6)
20. 5.53 enforcing rules after informing kids they exist (6)
21. 5.52 listening to the offender before judging (6)
22. 5.52 praising the good in pupils (6)
23. 5.52 being willing to apologize openly (6)
24. 5.50 considering each student as a unique individual (6)
25. 5.48 seeking out the best in students (6)
26. 5.47 explaining grading procedure for tests and class work (6)
27. 5.47 complimenting publicly for good effort (6)
28. 5.47 being consistent in handling problems (6)
29. 5.46 forming opinions of students rather than taking the opinions from the teachers' lounge (6)
30. 5.45 listening to a child's reasons fpr jos behavior (6)
31. 5.45 giving praise regularly (18)
32. 5.43 listening to student criticism and complaints (6)
33. 5.43 giving positive feedback whenever it's earned (6)
34. 5.43 staying out of power struggles (6)
35. 5.42 not comparing or contrasting students among themselves (6)
36. 5.42 believing in the worth of students (6)
37. 5.41 being willing to discuss a situation (6)
38. 5.41 giving a reasonable amount of time to finish projects (6)
39. 5.41 relating to pupil in a way that holds his respect and confidence (6)
40. 5.41 not talking unkindly or discussing child in front of child (6)
41. 5.40 recognizing when the problem is with the teacher or the student (6)
42. 5.40 being generally tolerant, not agressive or overly dominant (6)
43. 5.39 recognizing uniqueness of each individual (6)
44. 5.39 talking privately with a kid in trouble (6)
45. 5.39 not punishing the entire class (6)

46.	5.38	being mature enough to admit lack of knowledge or teaching incorrect material (6)
47.	5.38	keeping responsibility for student's behavior with the student (6)
48.	5.37	working with all pupils (6)
49.	5.37	listening before reacting (6)
50.	5.37	being flexible in dealing with problems within defined limits (6)
51.	5.35	setting down rules that all should obey and following through (6)
52.	5.35	being a good example: attendance, tardiness, etc. (6)
53.	5.35	being more concerned with what student learned than with grade received (6)
54.	5.33	accepting different paces (6)
55.	5.33	being tactfully honest (6)
56.	5.33	showing child how he could benefit personally (6)
57.	5.33	controlling emotions, responses to actions or problems (6)
58.	5.33	presenting situations in which all can participate (6)
59.	5.30	listening to individual problems and considering alternative plans in meeting the needs of individuals involved (6)
60.	5.30	occasionally admitting an error (6)
61.	5.30	capitalizing on talents and interests of pupils (6)
62.	5.27	being a democratic leader (6)
63.	5.27	doing the best so kids will do their best (6)
64.	5.27	carrying out similar discipline action for similar wrongdoings (6)
65.	5.27	putting oneself in the student's place (6/5)
66.	5.27	allowing kids to save face (5)
67.	5.27	creating climate in which all reasonable points of view are considered (5)
68.	5.24	talking over problems with the children as they arise (6)
69.	5.24	evaluating improvement of student (6)
70.	5.24	involving children in setting classroom rules and regulations (5)
71.	5.24	considering students' needs and make-up (5)
72.	5.23	involving the students in decision making (6)
73.	5.23	talking with "problems" on an individual basis (5)
74.	5.23	realizing that all people can have days in which things don't go right (6)
75.	5.23	not being loud and impulsive when making corrections (5)
76.	5.23	adhering to previously accepted rules and standards (6)
77.	5.23	evaluating each incident on its merit (5)
78.	5.21	considering all areas of behavior and attitudes (5)
79.	5.21	making learner aware of cause and effect--behavior and consequences (6)
80.	5.21	dividing jobs evenly among students (5)
81.	5.20	overcoming prejudices (5)
82.	5.19	arriving jointly at workable solutions to difficult situations (5)
83.	5.17	being flexible enough to change grades, attitudes, etc. (6)
84.	5.17	trying to reach mutual agreements with students (6)
85.	5.16	warning first and applying results if repeated (6)
86.	5.16	offering constructive criticism (6)
87.	5.14	structuring instructional and behavioral guidelines (5)
88.	5.13	making different plans and materials for different groups (6/5)
89.	5.13	considering outside influences (home, friends) (5)
90.	5.10	informing students of desires and reinforcing these by actions (5)
91.	5.10	avoiding threats (6)
92.	5.07	helping children understand behavior (6)
93.	5.07	using different solutions to problems (5)

94. 5.04 not reprimanding in front of peers (6)
95. 5.03 withholding judgments (6)
96. 5.03 providing students with opportunitites to contribute to the planning and evaluation process (5)
97. 5.03 sensing student reactions (5)

XV. THE STUDENT TEACHER DEMONSTRATED A CLINICAL APPROACH TO MISBEHAVIOR BY:

1. 5.67 attempting to keep personal bias from entering dealings with students (6)
2. 5.67 emphasizing that teacher is displeased by the student's behavior and not the personal being of the student (6)
3. 5.63 knowing what is normal behavior for the ages taught (6)
4. 5.60 not making the person feel less than a human (6)
5. 5.60 being consistent with control (6)
6. 5.60 not considering misbehavior as a personal affront (6)
7. 5.59 setting up clear standards of conduct in the beginning (6)
8. 5.58 being unfailingly consistent and fair (6)
9. 5.57 trying to avoid misbehavior by proper placement and control in the classroom (6)
10. 5.57 not making mountains out of molehills (6)
11. 5.57 pursuing all resources available in attempting to understand behavior (6)
12. 5.53 searching for cause of misbehavior and correcting situation (6)
13. 5.53 upholding commitments (6)
14. 5.53 promoting student self-discipline (6)
15. 5.53 avoiding situation, if possible, which leads to discipline problems (6)
16. 5.53 talking and working with students independently (5)
17. 5.53 using techniques that fit students and situation (6)
18. 5.53 listening openly and calmly to reasons (6)
19. 5.53 presenting a mature image (6)
20. 5.50 leaving some options open to the student without closing every door before student has a fair chance to correct his behavior (6)
21. 5.50 being courteous even in major problems (6)
22. 5.50 maintaining objectivity when dealing with aggressive behavior (6/5)
23. 5.50 discussing misbehavior with students involved and suggesting positive remedies (6)
24. 5.50 controlling one's own temper (6)
25. 5.48 not dwelling too long or too strongly on a minor incident (6)
26. 5.47 talking with student to get his feelings (6)
27. 5.47 determining what constitutes serious misbehavior and action that will be taken (6)
28. 5.47 objectively analyzing all aspects of a situation in which misbehavior occurs (6)
29. 5.47 overcoming overly emotional reactions and/or prejudices (6)
30. 5.46 using a firm tone of voice when necessary (6/5)
31. 5.46 treating causes of behavior (6)
32. 5.46 handling discipline problems fairly and objectively without losing temper (6)
33. 5.43 never making vain threats (6)
34. 5.43 zeroing in on what the student is doing that is annoying (6)

35.	5.40	stressing fair play and honesty daily (5)
36.	5.40	seeking solutions rather than demanding them (6)
37.	5.40	eliminating problems when possible (6/5)
38.	5.40	establishing positive standards (6)
39.	5.40	establishing appropriate means of discipline (6)
40.	5.39	using praise so students will strive not to misbehave (5)
41.	5.39	recognizing through appropriate information that other professional services are needed in dealing with misbehavior (5)
42.	5.39	being firm and non-wavering in final decisions (6)
43.	5.38	examining one's own behavior to see if something was said or done to provoke misbehavior (6)
44.	5.37	handling a situation expediently and without undue disturbance to class (6)
45.	5.37	never giving up with one unless you have tried everything (6)
46.	5.37	being fair with severity of punishment used (6)
47.	5.37	devising a plan, with the aid of the student, to eliminate or reduce the number of times the problem is occurring (5)
48.	5.37	using authority appropriately (6)
49.	5.37	allowing students to express their feelings honestly (6)
50.	5.37	finding the hidden reason for the behavior (6)
51.	5.36	examining attitude toward student (5)
52.	5.33	openly discussing options the student has open to correcting his behavior (6)
53.	5.33	knowing several ways to set limits (6)
54.	5.33	not being quick to place blame (5)
55.	5.32	administering punishment without emotional involvement (6/5)
56.	5.31	reasoning the "whys" of behavior (6)
57.	5.30	setting up rules and guidelines (6/5)
58.	5.30	being aware of behavior codes of system (6/5)
59.	5.30	being loving, accepting and most of all an honest, truthful and trustworthy person (6)
60.	5.30	keeping the class from getting up-tight employing TA, TET, etc. (6)
61.	5.30	understanding other problems which the student might have from home (6)
62.	5.30	getting cooperation from all levels (school personnel, home, other students) (5)
63.	5.28	preparing constructive work to leave little time for misbehavior (6)
64.	5.27	reassigning seats if two students can't sit near each other without a squabble (6)
65.	5.27	showing the student he is really cared for (6)
66.	5.27	acting when a kid is misbehaving and action is called for (6)
67.	5.27	punishing if necessary (6)
68.	5.27	keeping responsibility for student behavior with the student (6)
69.	5.23	establishing a desire to do right (6/5)
70.	5.23	keeping students busy (6)
71.	5.23	making the punishment fit the crime (6)
72.	5.20	demanding respect for self and students (6)
73.	5.17	trying to understand all aspects of the child (6)
74.	5.17	getting outside help or advice on the student's problem (5)
75.	5.17	diagnosing the social, emotional and physical factors (5)
76.	5.17	keeping anecdotal records (6/5)
77.	5.17	showing normal emotions (6)

78. 5.17 praising good behavior (6)
79. 5.17 discussing instead of using corporal punishment (6)
80. 5.16 avoiding personal sarcasms (6)
81. 5.10 quietly asking a student to stop bad behavior (5)
82. 5.10 balancing of behavior and reward (6)
83. 5.10 not ignoring misbehavior hoping the period will end (6)
84. 5.07 having "bag full of ways" to attract and redirect attention (6)
85. 5.07 not shouting--normal tone of voice (5)
86. 5.07 overcoming feelings of guilt (6)
87. 5.07 not carrying behavior problems home (6)
88. 5.03 observing closely particular children in classes outside of the classroom to see how they operate with other teachers (6/5)
89. 5.03 providing tutorial help whenever possible (5)
90. 5.03 utilizing behavior modification techniques (5)
91. 5.03 consulting with experts available (6/5)
92. 5.03 accepting policy that student teachers do not paddle (6)
93. 5.00 using several methods of attack (5)
94. 5.00 justifying severity of misdeed (5)
95. 5.00 asking student how he would handle the problem if it were his (6)
96. 5.00 sitting in on parental conferences (5)
97. 5.00 reading texts concerned with behavior problems and discussing with supervising teacher before acting (6)

XVI. THE STUDENT TEACHER DEMONSTRATED COMMITMENT TO STUDENT TEACHING BY:

1. 5.86 working to raise the level of the profession (5)
2. 5.70 being proud to be a teacher (6)
3. 5.68 doing best job possible for each student (6)
4. 5.68 striving for excellence as a teacher (6)
5. 5.65 keeping student information confidential (6)
6. 5.65 discussing problems and questions about teaching with cooperating teacher (6)
7. 5.65 seeking with every lesson and every class day to become better (6)
8. 5.65 speaking positively about the profession (6)
9. 5.65 completing plans, records and reports accurately and on time (6)
10. 5.61 showing an eagerness to learn as well as teach (6)
11. 5.61 being on schedule with proper teaching attitude (6)
12. 5.61 seeking ways to improve (6)
13. 5.58 taking the time necessary to prepare good lesson plans (6)
14. 5.58 coming prepared and enthusiastic each day (6)
15. 5.58 accepting creative and constructive criticism (6)
16. 5.58 helping students (6)
17. 5.58 always being on time, ready and enthusiastic (6)
18. 5.57 accepting professional criticism (6)
19. 5.57 aggressively pursuing excellence as a teacher (6)
20. 5.55 taking work home if necessary (6)
21. 5.55 interacting with supervising teacher, students, peers and administration (6)
22. 5.55 assuming responsibility for class as though it were his own (6)
23. 5.55 discussing teaching plans with supervisor (6)
24. 5.55 following code of ethics of teaching profession (6)

25.	5.53	doing student teaching as a career beginning rather than the "I'll teach if I can't find another career" attitude (6)
26.	5.53	having materials ready (6)
27.	5.53	being optimistic and emotionally well-balanced (6)
28.	5.52	complying with school regulations (6)
29.	5.52	sharing responsibilities with supervising teacher (6)
30.	5.52	not finding excuses to leave early (6)
31.	5.52	asking for guidance rather than waiting for it (6)
32.	5.50	helping or filling in for a co-worker when needed (6)
33.	5.50	going the second mile to make classes go smoothly (6)
34.	5.50	working together with cooperating teacher for the welfare and maximum learning of students (6)
35.	5.50	liking people (6)
36.	5.48	having faith in and respect for students (6)
37.	5.48	accepting the real personal responsibility and honor in having a part in the learning process and in directing minds (6)
38.	5.48	being punctual (6)
39.	5.48	performing tasks properly (6)
40.	5.48	studying material well enough to not have to depend on book (6)
41.	5.48	growing in effectiveness (6)
42.	5.47	admitting weaknesses and working on them (6)
43.	5.47	asking the supervising teacher to assist him/her in developing a good teaching technique (6)
44.	5.47	doing required tasks without reminders (6)
45.	5.47	completing the task rather than merely meeting the requirements (6)
46.	5.45	giving careful attention to assignments within the student teaching experience (6)
47.	5.45	finding things to do in the classroom without being told (6)
48.	5.45	profiting from feedback of students and teachers (6/5)
49.	5.43	cooperating with entire school staff (6)
50.	5.42	working hard (6)
51.	5.42	changing methods in the classroom when encouraged by the cooperating teacher (6)
52.	5.42	seeking to become familiar with system and local school policies (6/5)
53.	5.40	making changes whenever necessary (6)
54.	5.39	being prepared in all ways for new situations and experiences (5)
55.	5.39	developing a personal-professional philosophy (concern for the development of the whole person) (6)
56.	5.39	being willing to do extra activities occasionally (6)
57.	5.39	being convinced by student teaching experiences that teaching is honorable and noble (6)
58.	5.39	volunteering to do more than just minimum (6)
59.	5.37	taking initiative (6)
60.	5.37	using all resources available to expand competence in subject (5)
61.	5.35	putting teaching before campus activities (6)
62.	5.35	evaluating lessons daily (6/5)
63.	5.35	being prompt and responsible throughout the school community (6)
64.	5.35	maintaining harmonious relations with colleagues (6)
65.	5.34	thinking for himself (6)
66.	5.34	learning the problems of children and planning (6)
67.	5.33	having an open mind and loving heart (6)
68.	5.33	seeking advice from experienced teachers (6)

69.	5.33	making the students feel at ease so a meaningful learning experience can take place (6)
70.	5.33	writing well-thought and professional lesson plans (6)
71.	5.33	adhering to administrative policies (6)
72.	5.33	dressing appropriately for teaching (6)
73.	5.32	establishing self as a person in charge (6)
74.	5.32	being willing to assume any responsibility assigned (6)
75.	5.32	asking the cooperating teacher for advice and constructive criticism (6)
76.	5.30	evaluating and changing tactics or techniques to correct own errors (5)
77.	5.30	overcoming feelings of insecurity and hostility (6)
78.	5.30	planning definite goals (6)
79.	5.30	modifying behavior after professional criticism (6/5)
80.	5.30	reading in philosophy and tactics of teaching (6)
81.	5.29	not complaining about work load (6)
82.	5.29	collecting material for later use (6)
83.	5.29	having a short conference with cooperating teacher each day (6)
84.	5.29	placing student needs above personal needs (6)
85.	5.29	accepting routine chores such as collecting money, getting permission notes out, etc. (6)
86.	5.29	making creative, helpful suggestions for improvement in the student teacher - cooperating teacher relationship (5)
87.	5.27	seeing own teaching in relation to that of coworkers (6)
88.	5.27	going beyond the 8 to 3:30 routine (6)
89.	5.26	being vibrant in delivering information (5)
90.	5.26	providing new and exciting materials for class use (6)
91.	5.26	going out of way to do more than is needed (5)
92.	5.25	being appropriately and professionally dressed (6)
93.	5.23	asking for new ways of getting the best out of the students (5)
94.	5.20	getting help from anyone who can help (6)
95.	5.20	observing the actions, manners, techniques of pupils (6)
96.	5.20	becoming involved in all phases of teaching; i.e. teachers' meetings, extra-curricular activities, etc. (6)
97.	5.19	being willing to take menial jobs without complaining (6/5)
98.	5.19	showing that the experience was worthwhile and enjoyable (6/5)
99.	5.19	asking questions (6)
100.	5.19	making plans for individual needs (6)
101.	5.16	transferring love for the subject matter to pupils (6)
102.	5.16	using adequate procedures for evaluation (6)
103.	5.14	using correct grammar (6)
104.	5.14	developing appropriate relationships within the community and school (6)
105.	5.13	participating in professional activities not required but beneficial (5)
106.	5.13	using a wide variety of materials and instruction (6)
107.	5.10	attending any meeting that the cooperating teacher attends (6)
108.	5.10	spending additional time beyond requirement to plan, teach and evaluate (6)
109.	5.09	making self an interesting person (5)
110.	5.07	observing a variety of teachers in several subject areas (6)

111.	5.06	making an outstanding effort to acquire materials (6)
112.	5.03	tutoring both poor and superior students (6)
113.	5.03	doing extra work for student (6/5)
114.	5.03	using knowledge of community in designing appropriate objectives and activities (5)
115.	5.03	voluntarily attending workshops on own time (5)
116.	5.00	using diagnostic and remedial procedures effectively (5)
117.	5.00	learning students' names before assuming control of class (6)

DISCUSSION

After means and modes were calculated, it was discovered that as many as 116 primary behaviors had been identified for some competency areas. The volume renders such lists rather cumbersome so far as actual use in a student teaching or teacher education program is concerned. However, the lists may be made more manageable in two ways: first, by looking through all identified behaviors to determine apparent general areas of concern to teachers and, second, by clustering the suggested behaviors which may be called enabling behaviors or objectives to form terminal objectives.

Among the behaviors suggested, five major areas of concern to co-operating teachers seem to be evidenced. There seems to be particular emphasis on the student mind and the essential enabling qualities of the teacher mind, the student self and the essential enabling qualities of the teacher self and on teacher organizational ability.

Where the student mind is concerned, the key word which continually surfaces is individuality. Co-operating teachers seem to believe that individuality is extremely significant and that students respond to lessons, activities and even speech patterns according to their own individual abilities and maturity levels. The students' particular levels and learning styles are more important factors than grade level or age and it is the teacher's responsibility to facilitate learning whatever the level.

Concerning the teacher mind, specificity seems to be the key word. Co-operating teachers want activities, techniques, content, goals to be specified in such detail that knowledge of subject, knowledge of methods and materials and knowledge of learning theory are clearly demonstrated. The student teacher is expected to have such command of the subject that he can organize content into units and lessons including specific objectives appropriate to the students, a variety of teaching techniques, varied audio-visual materials and a variety of evaluation procedures. In addition, those lessons are expected to fit into the long-range plans and goals for the entire course.

Along with emphasis on cognitive development of the student and cognitive ability of the teacher, the suggested behaviors seem to indicate the need for attention to the affective domain. A large percentage of the behaviors related to the student and the teacher as persons -- the student self and the teacher self. Though those behaviors related to the student self were very general and did not specify how it could be done, the key emphasis appeared to be on developing self-confidence and self-discipline. It was suggested, among other things, that the teacher should build respect through mastery and confidence, keep responsibility for student behavior with the student, encourage students

to suggest ways to handle problems and guide students in developing respect for each other. It appears that co-operating teachers are concerned with student needs for belonging, self-respect and some degree of control over what happens to them.

Those behaviors related to the teacher self described the student teacher as happy, enthusiastic, sincere, discreet, and eager to learn. Eagerness for growth and learning heads the list. Student teachers should seek ways to improve, profit from feedback from students as well as teachers, accept criticism, make necessary changes and strive for excellence as a teacher. Obviously the student teacher needs to have the qualities of a person with an unusually strong sense of self in order to accommodate supervisory personnel and pupils with whom he works by listening objectively and adjusting his techniques and attitudes in light of their observations.

The organization ability of the student teacher appears to be very important to co-operating teachers who tend to use the word realistic when referring to most facets of teaching involving organization. References to organizing realistic lesson plans, structuring realistic activities, and realistic use of time appeared throughout the various competency areas. In addition, such tasks as record keeping, use of cumulative folders and grading were stressed as routine tasks which called for realistic organization.

In addition to considering the lists of behaviors in terms of the very broad areas of concern that seem to be evidenced, they can also be considered as enabling behaviors from which terminal objectives may be derived. Following are sample terminal objectives which were derived from the sample suggested behaviors:

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to identify level(s) of student ability and maturity

by:

Enabling Objectives

Acknowledging that each student works at a different level

Acknowledging a variety of learner levels

Obtaining background information for individual students

recognizing the uniqueness of each individual

accepting different paces

considering influences other than the school such as home, friends, etc.

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to design lessons, activities, speech patterns to communicate to identified ability and maturity levels

by:

Enabling Behaviors

Using vocabulary, examples, topics suitable to grade level

Explaining in detail required by learner level

Giving adequate depth to subject presented

Clearly explaining each step of each example

Presenting material in logical sequence

Providing essential remedial work

Beginning where students are and proceeding from there

Adapting materials for different ability levels

Selecting content appropriate for level of class

Varying presentation of concepts

Selecting objectives appropriate to students

Using appropriate speech, vocabulary, examples for level of maturity

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to modify techniques, activities, lessons as a result of learning assessment

by:

Enabling Behaviors

Reexplaining in light of obvious student difficulty

Changing lesson plans when students are not understanding

Moving at students' pace rather than clinging to specific plan

Changing plans slightly to get a point across

Substituting more effective methods for less effective ones

Adjusting teaching techniques and materials after reexamining classwork

Repeating or reviewing subject not grasped in earlier lesson

Repeating, rephrasing sentence or questions not understood

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to help students meet their needs

by:

Enabling Behaviors

Assessing the needs and interests of students

Fitting exercises to student needs

Taking into account individual needs when developing a grading system

Building self-respect through mastery and confidence

Guiding students in developing respect for each other

Promoting student self-discipline

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to elicit student participation

by:

Enabling Behaviors

Involving students and their ideas in lessons

Listening to student criticism and complaints

Establishing mutual respect

Allowing kids to save face

Complimenting students so that they feel special

Talking with a student to get his feelings

TERMINAL OBJECTIVE

The student teacher demonstrated ability to use the facts and concepts of the subject

by:

Enabling Behaviors

Presenting subject materials correctly

Presenting knowledge beyond the textbook

Answering student inquiry

Suggesting proper questions to students

Minimizing use of lecture notes

Presenting materials so that difficult concepts can be easily grasped

TERMINAL OBJECTIVE

The student teacher demonstrated ability to present subject matter to pupils effectively

by:

Enabling Behaviors

Designing units to meet needs of class and achieve objectives

Preparing a variety of activities

Using a variety of devices to introduce new and all material

Relating lessons to real life experiences

Designing goals and objectives for each lesson

Relating and typing together various academic areas

TERMINAL OBJECTIVE

The student teacher demonstrated ability to organize time effectively

by:

Enabling Behaviors

Utilizing all of class period and keeping students involved

Planning personal time so as to reserve enough to perform well at school

Submitting reports on time

Compromising time, schedules, duties when conflict occurs

Allowing time for questions

Utilizing teacher preparation period for effective planning

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to develop and maintain appropriate records

by:

Enabling Behavior

Keeping accurate attendance records

Adding pertinent information to cumulative folders

Developing an adequate record keeping system

Planning weekly schedules

Submitting reports accurately and on time

Keeping records, daily notes on what to work on with a child

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to utilize public school and college supervisory personnel skills effectively

by:

Enabling Behaviors

Seeking advice from experienced teachers

Making changes whenever necessary

Voluntarily attending workshops

Accepting creative and constructive criticism

Admitting weaknesses and working on them

Asking for advice on specific problems

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to relate humanly and professionally to students

by:

Enabling Behaviors

Controlling his temper

Listening openly and calmly to reason

Exercising self-discipline and self-control

Reacting only after giving thought to problems

Listening and offering wise alternatives

Keeping class discussions within the realm of good taste

Building rapport and gaining student confidence

Allowing freedom without sacrificing control

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to utilize class time effectively

by:

Enabling Behaviors

Routinizing those things which help in organizing a classroom

Planning enough activities to fill class period

Planning for a group as well as individuals

Preparing a variety of learning activities

Personally observing students at work

Bringing class to attention quickly at beginning of period

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to prepare units/ lessons

by:

Enabling Behaviors

Developing instructional plans for achievement of specific objectives

Establishing realistic goals

Working out details for all activities

Determining lesson objectives before deciding what strategy to use

Presenting plans to supervising teacher in advance

Organizing and using learning aids

Identifying major concepts of the subject area

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to capitalize on student interests

by:

Enabling Behaviors

Seeking to find interests of learners

Building upon student interest in spontaneous lessons

Incorporating interest of pupils in classwork

Allowing students to suggest ways to improve

Using student ideas in class discussion

Encouraging students to express their wants

TERMINAL OBJECTIVE

The student teacher will demonstrate ability to present a positive attitude toward learning

by:

Enabling Behaviors

Proclaiming pride inbeing a teacher

Showing enthusiasm for each day's learning

Showing energy and enthusiasm toward own learning as well as student learning

Taking a positive rather than negative approach to discipline problems

Creating a pleasant atmosphere in which kids want to learn

Using feedback and input or spontaneous learning opportunities

These two ways of looking at the abundance of material provided by the survey are simply examples of how it could be made more manageable. They are not intended to be comprehensive enough to cover all of the behaviors suggested. Meaningful use of the material by any institution would require that the goals and objectives of that institution be reviewed and that the information provided by this survey be considered as resource material in considering how the institution could work best with the public schools to achieve the ultimate goal of excellence in teaching.